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ABSTRACT

An interdisciplinary unit written for upper elementary or middle school students is designed to help students to develop a global perspective by discovering their many connections to the world through an in-depth study of Europe. The unit deals with concepts and skills from geography, history, anthropology, economics, language arts, earth and life sciences, and the arts. A teacher's guide organizes the unit into five lessons: (1) discovering European connections through the print media; (2) finding European links in cars and clothing; (3) gathering information through parent interviews; (4) discovering cultural universals in European folktales; and (5) doing "links" projects in the community. The lessons are planned to help students develop the skills they need to collect data through interviews and other means, to analyze the results, to draw conclusions about their individual and their community's European connections, and to organize and write their papers. Student materials contained in this document include research sheets, maps, suggestions for student projects, and discussion guides. (DB)

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Our Connections to Europe

A Teaching Unit for
5th or 6th Grades

by

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COUNTRY STUDY

STUDENT FOLDER

Myriam Revel-Wood, 1990

STUDY OF A EUROPEAN COUNTRY - TOPICS AND ASSIGNMENTS

---------1. Natural Setting (including natural resources.)
A REPORT

---------2. The Culture (See schedule and subtopics sheet.)
For this large section suppose that, while you are traveling through Europe, you write letters home and/or keep a diary. Write as many letters/entries as you need to tell as complete a story as possible.
LETTERS AND/OR JOURNAL ENTRIES

---------3. A Folktale or Legend (to share with the class and to tell at the Reading Treat at the Mall.)
STORYTELLING

---------4 The History (from prehistory to the present, including main events and personalities, and connections to the U.S.A.)
A TIMELINE. OPTIONAL MAPS AND PICTURES

---------5. European Issues and Problems.
SMALL GROUP DISCUSSIONS
CLASS DISCUSSION
CLASS LIST OF ISSUES AND PROBLEMS
CLASS LIST OF POSSIBLE SOLUTIONS

---------6. A Links Project (See separate assignment.)

---------7. A project of your own choosing.
(See list of suggestions.)

---------8. A bibliography of all sources used.

---------9. A collection of articles showing links to Europe.

---------10. Culminating activities.
PRESENTATION TO PARENTS
EUROPEAN TEA
EUROPEAN MEAL
FAIR/BAZAAR

THE CULTURE OF ----------

----------1. Plan the itinerary for your trip.
Be sure to include a map showing the places you are planning to visit. You may change or add places as you learn more about your country.

----------2. Write a letter to your country's embassy.
You may also want to write to tourist offices. to get information, pictures, etc.

----------3. Write your first letter/journal entry.
Show D.D. to Mrs. W.

----------4. Continue to write and share with Mrs. W.
Complete set of letters, journal entries, maps, pictures, etc. due all together.

LETTERS/JOURNAL ENTRIES SHOULD EXPLAIN THESE TOPICS:

----- Clothing, everyday, holidays, rural and urban

----- Foods, number of meals, typical dishes, recipes

----- Architecture, housing, city, village, ancient, famous buildings, effects of W.W.II

----- Interesting customs, holidays, festivals

----- Recreation, sports, games, toys

----- Education, schools, schedules, exams, subjects

----- Government, (parliamentary democracy, constitutional monarchy, socialist republic), constitution, current top elected officials, membership in international organizations, political parties

----- The Economy (market or command); main occupations, and industries; principal exports and imports; banking; multinational corporations; international organizations; standard of living, compare to U.S.A.

----- Literature, famous writers; language, origin

----- Music and art; famous artists, and composers

----- Religion, percentages, church attendance

----- Science, current research, famous scientists, discoveries

----- Links to the U.S.A.

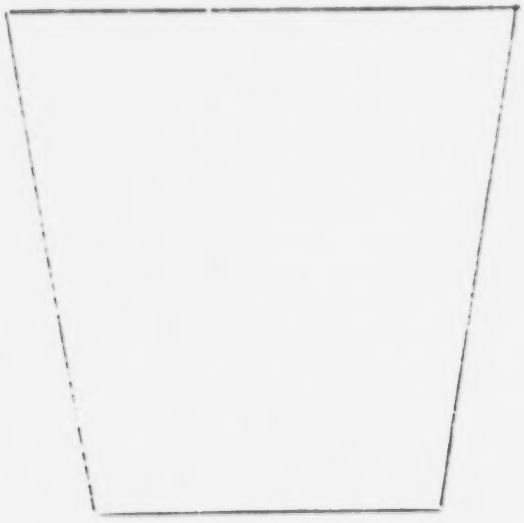
----- Problems or issues

EUROPE RESEARCH SHEET #1
THE NATURAL SETTING OF: _____

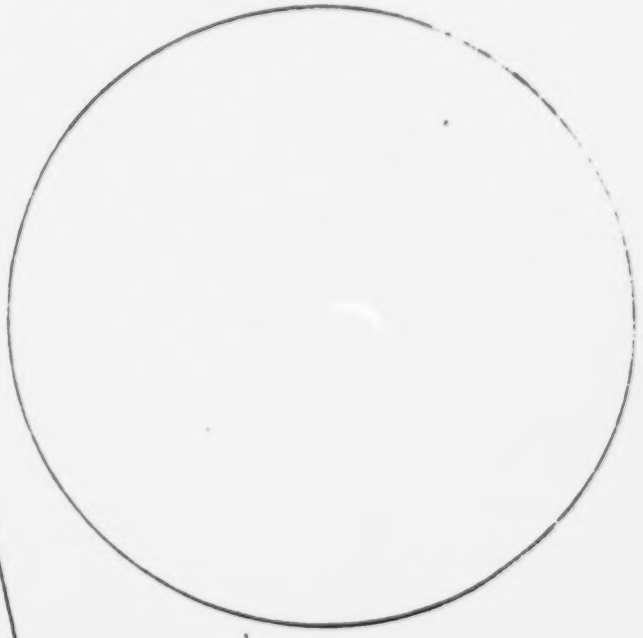
LOCATION

LANDFORMS

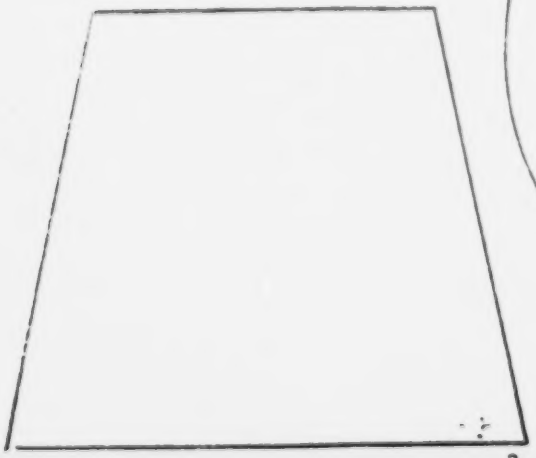
CLIMATE



BODIES OF WATER



FLORA AND FAUNA



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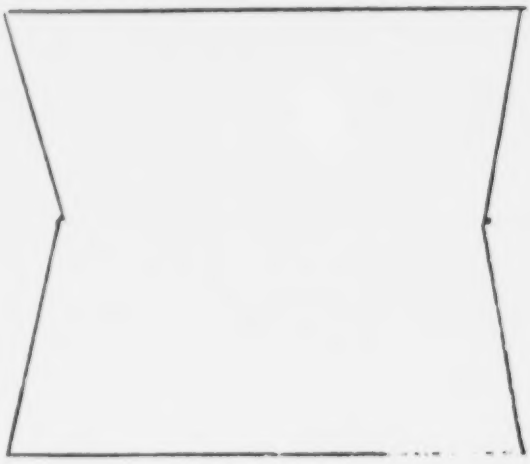
EUROPE RESEARCH SHEET #2
THE NATURAL OR PHYSICAL RESOURCES OF: _____

ENERGY RESOURCES

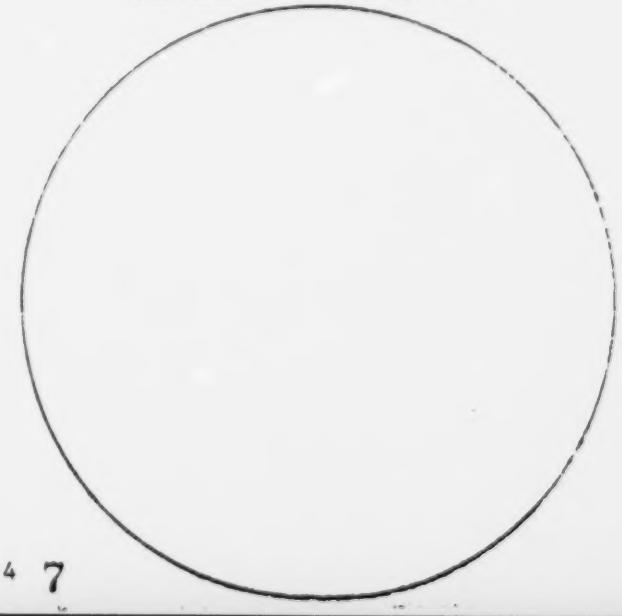
MINERAL DEPOSITS



AGRICULTURAL RESOURCES

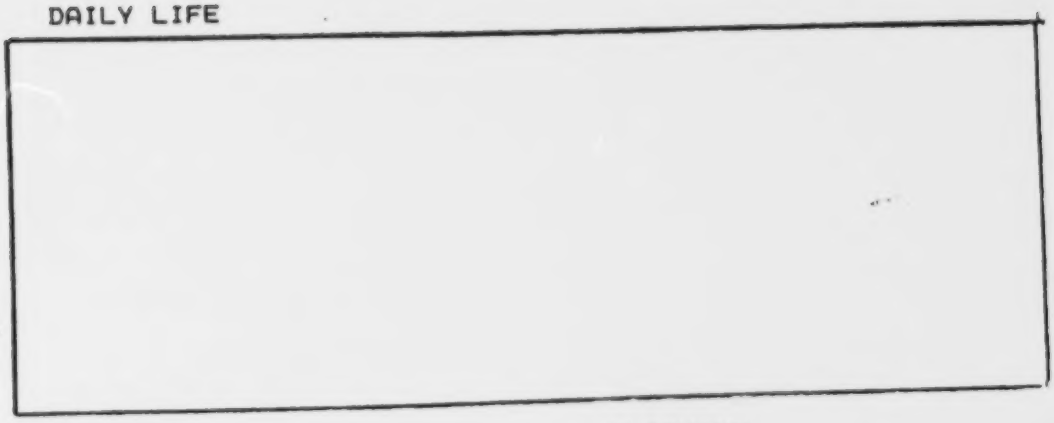
FORESTS

FISHING AND WILDLIFE



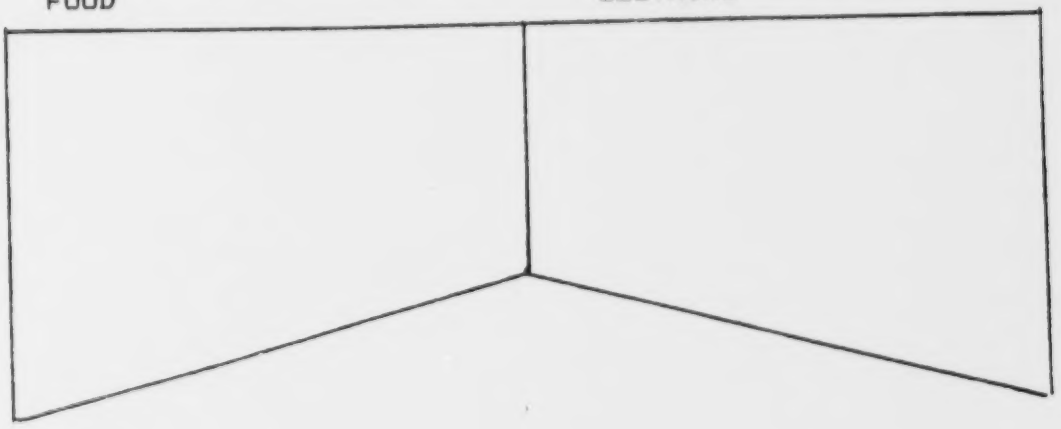
EUROPE RESEARCH SHEET #3
THE PEOPLE AND THEIR CULTURE

DAILY LIFE

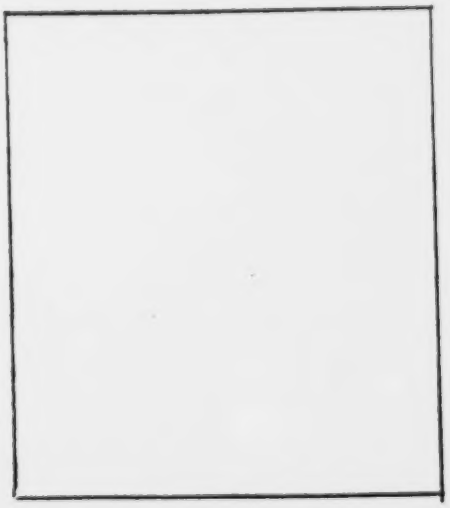


FOOD

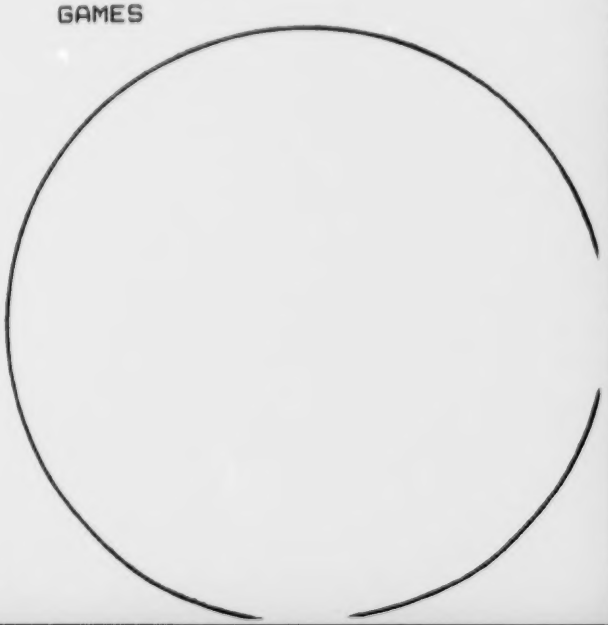
CLOTHING



SHELTER



GAMES

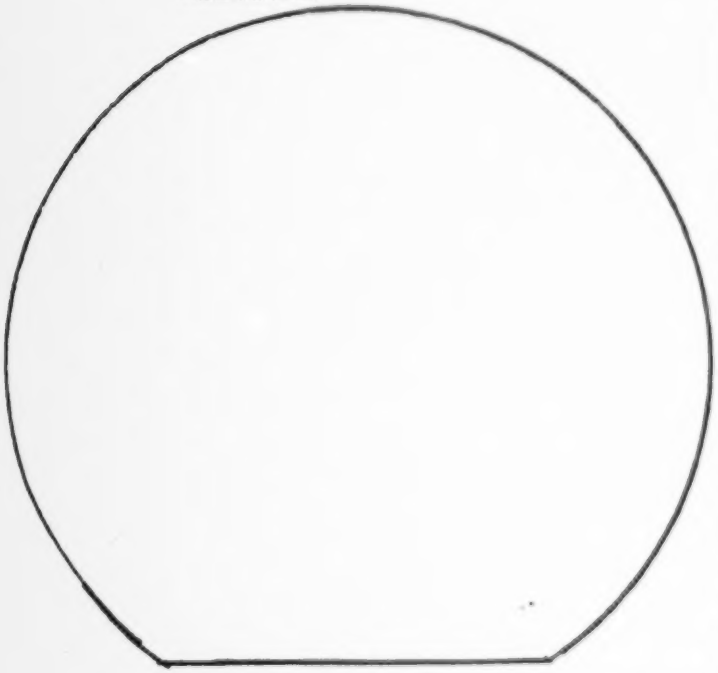


EUROPE RESEARCH SHEET #4

_____ THE PEOPLE AND THEIR CULTURE

LANGUAGE AND DIALECTS

RELIGION



GOVERNMENT

NATIONAL HOLIDAYS

9

PROJECT ABOUT A FAMOUS EUROPEAN

1. Use a time line and a map to show when and where your person lived.

2. Place your person on the class time line and world map.

3. Research the clothing usually worn by your person. Dress like her/him.

4. Interview your person. Write up the interview.

5. Write an historical fiction play about your person.

6. Write a fictional play involving your person and at least one of the personalities researched by your classmates.

7. Suppose that you were magically transported to your person's hometown and historical period. Your clothing and appearance would be changed to look like everyone else there; but you still thought like a 1988 preteen. What would you do? Who might you be? How would you relate to your person?

8. Legends about famous people are often elaborations of simple events. Find an incident in the life of your person; retell it and embellish it to create a legend about her/him.

9. In the book Ben and Me (Little Brown, 1939) the story of Benjamin Franklin is told by a mouse named Amos. Retell a part of your person's life from the point of view of one of her/his pets.

10. Write a song about your person. Make up new lyrics using a tune you know; or write a poem and make up a melody to fit it.

11. Use the acrostic form to write a story poem about an incident in your person's life.

12. Think of a crucial week in the life of your person. Write the diary entries that she/he might have written during that week.

13. Suppose your person came home and asked, "What's for lunch?" If you were responsible for her/his lunch, what would you answer? Write a plausible dialogue about this incident.

14. Pretend you are a newspaper reporter. Compose a news article about something important your person has accomplished. Use the four W's and H to organize your ideas.

15. You are a cartoonist for a major newspaper. Draw an editorial cartoon about one of your person's ideas, inventions, actions, or adventures.

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A PROJECT OF YOUR OWN CHOOSING
SOME SUGGESTIONS

1. Study a European water ecosystem such as a sea, gulf, channel, river, reservoir, or wetland. Discover its main features, its ecology, and the impact human activity has had on it. Write a report and/or make an oral presentation to the class. Use maps, pictures, charts, etc. as needed.

2. Learn about the effects of acid rain on European forests. Write to appropriate organizations to request up-to-date information. Explain the probable long range consequences of acid rain in Europe, using a futures wheel or a futures scenario. Share with the class.

3. Examine the works of a European painter. Notice the artist's style, main themes, use of color, composition, etc. Do a painting that imitates your artist's creations.

4. Consider a European product such as Spanish olive oil, Dutch daffodils, Swiss army knife, Portuguese Port wine, French perfume, a Ferrari car, or an Icelandic sweater. Find out where it originates, how it is cultivated or raised, manufactured, and distributed. Why is the product typical of its place of origin?

5. If you play a musical instrument, learn a piece by a European composer. Play it for the class.

6. Learn a European folksong in its national language. Sing it for, and teach it to, the class.

7. Attend an opera by a European composer. How is "the story" related to European culture as seen in literature, folklore, or the customs of a particular period in history.

8. Study a famous European. (See separate assignment sheet.)

9. Examine the impact of a popular European musician, or group of musicians, on the global music scene. Collect and share some of the music in question.

10. Read about the history of the Jewish people in Spain, their part in Spanish culture until their expulsion in 1492, the subsequent story of Sephardic Jews, and their relatively recent return to some parts of Spain. Prepare a brief report and an oral presentation.

11. Collect and read articles on anti-Semitism in Europe today. Think of specific solutions to this problem. You may want to involve people and organizations from various parts of society such as schools, churches, newspapers, musicians, writers, television producers, or government officials. Write your suggestions in the form of letters to appropriate institutions.

12. View the film Fiddler on the Roof. Discuss the impact of the progroms on the people of Eastern Europe and, subsequently, the U.S. population and culture.

13. Watch a World War II movie. Tell the class about it, your reactions to that war, and your own thoughts about war in general.

14. Read a few issues of a European newspaper or news magazine. Pay special attention to the stories and commentaries on major global events. Compare this publication's point of view with that of a U.S. newspaper or news magazine. What are their emphases, similarities, and differences? Why?

15. Study the ads in a European newspaper or magazine. Compare the products they advertise to the ones we see in U.S. conterparts.

16. Make a model of a famous European structure, such as the Roman Forum, one of Toledo's ancient gates, the Eiffel tower, or Big Ben in London. Assemble it on a solid piece of cardboard or plywood that will last for the Learning Festival next spring.

17. Consider the problem of terrorism as it affects Europeans. Take a particular instance; learn about its causes and current expressions. List the steps you would take if you were charged with finding a permanent solution to that problem.

18. Read the history of an old European town; travel guides offer brief but comprehensive summaries; encyclopedias can help complete the picture. Suppose you are a stone used to build an ancient structure such as a wall, bridge, or town gate, partly destroyed, and later rebuilt by new waves of invaders and conquerors. Tell your story, including as many historically plausible details as possible.

19. Write a conversation between Christopher Columbus and one of the European monarchs he tried to persuade to fund his expedition. Think of the topics they might have discussed, or argued about.

20. Using the acrostic or any other poetic form, write a poem about one aspect of the country you are studying.

21. Suppose you work for the National Tourist Office of a European country and are charged with writing a song to promote international tourism there. Compose that song and sing it before the class, or tape it and play it for us.

22. You need to design a poster to advertise a European tourist attraction such as a beach or mountain resort. Write the "copy" words for the ad, and draw the accompanying picture.

23. Imagine that you have the opportunity to interview a European head of state or government. Plan an interview schedule that reflects your knowledge of the main issues and events concerning that country today.

24. Pretend that you are a child from an Eastern European nation. Tell your story of the fateful events of 1989-1990. Give specific details of some of the things you saw or heard about.

25. Design a European nation that you feel would have a good chance of surviving and prospering into the next century. Include many aspects of its culture such as those listed in the Culture Letters assignmnet sheet. Your final product should include a map, important statistics, and a brief history.

OUR LINKS TO EUROPE

STUDENT FOLDER

Myriam Revel-Wood

OUR LINKS TO EUROPE

Evidence in Newspapers and News Magazines

Our International Link.

MY PERSONAL LINKS TO EUROPE

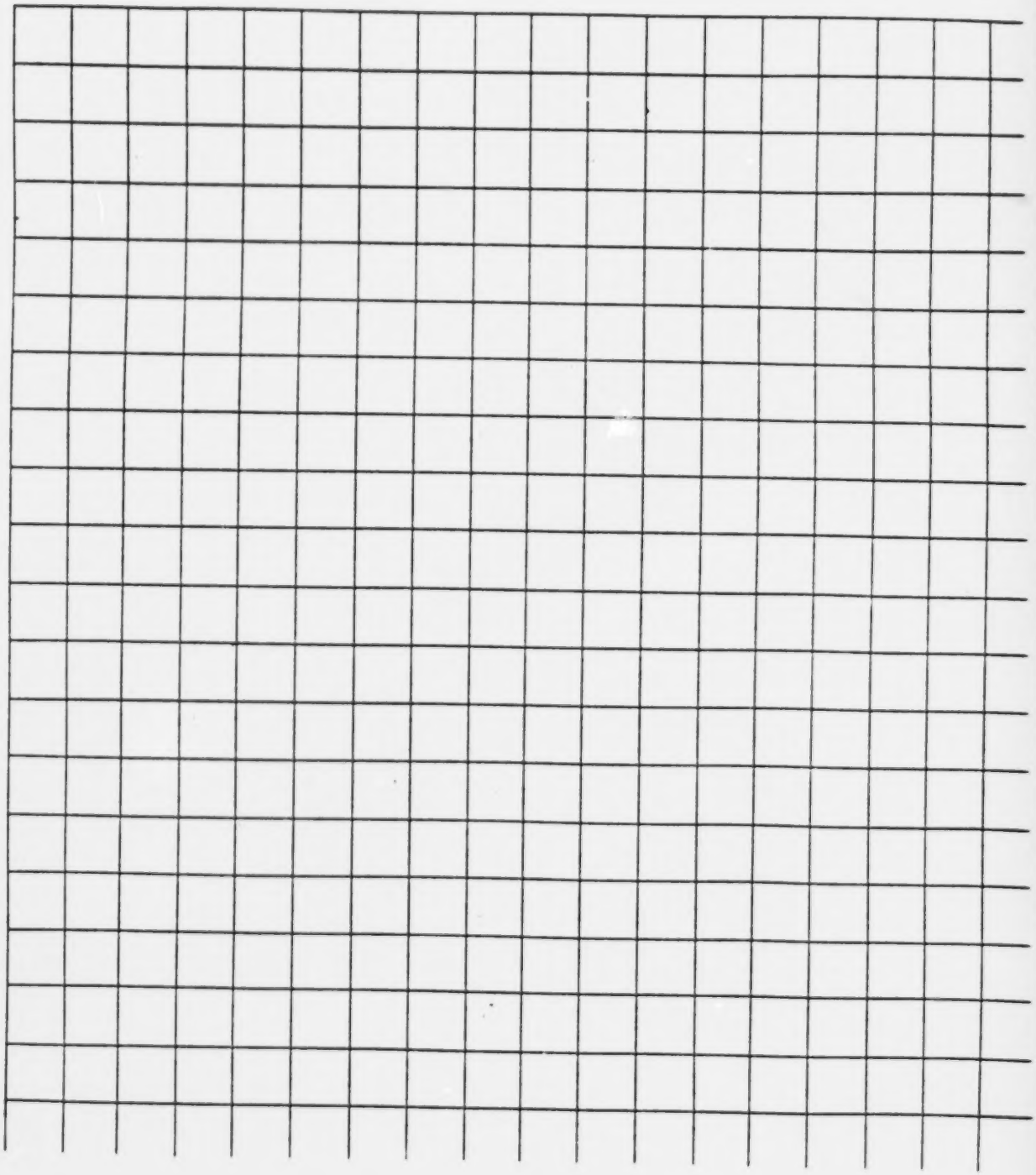
(Individual Semantic Maps)

MY PERSONAL LINKS TO EUROPE

(Paragraphs written by students)

EUROPE

European Links Through Cars We Drive



EUROPEAN COUNTRIES IN MY CLOSET

Predictions:

a) Number of articles of clothing and accessories made in Europe: _____

d) Places where the items were made: _____

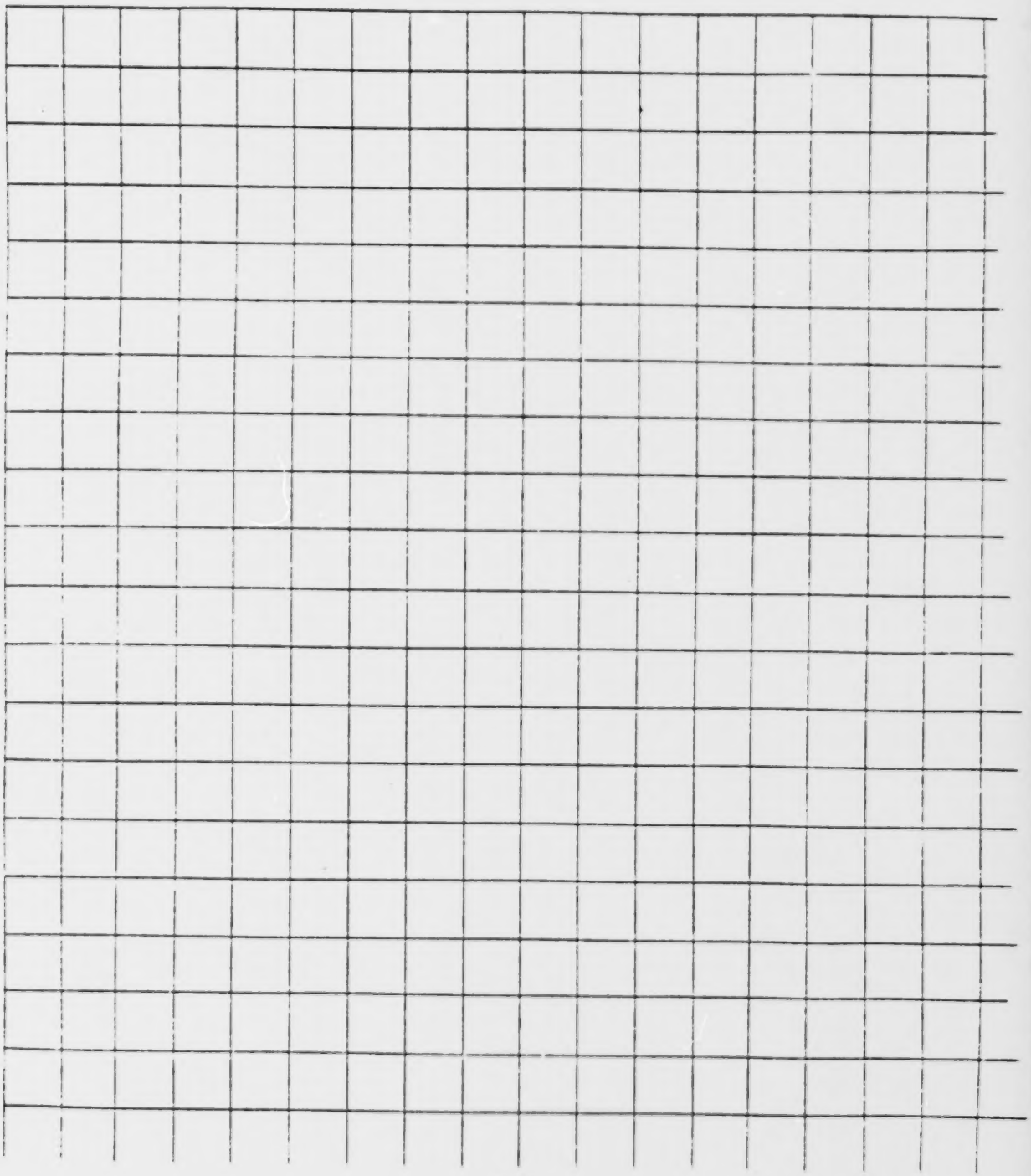
Item	Country where item was made	Material content	Country where item was purchased

Results:

a) Actual number of items made abroad _____

b) Places where the articles were made _____

COUNTRIES IN MY CLOSET



0 Miles 365
0 Kilometers 463

SOME THOUGHTS ABOUT INTERVIEWS

An interview schedule is a list of questions used by an interviewer to gather information. If the questions are used directly by the respondent, the list becomes a questionnaire.

The interviewer should:

a) decide on the main purpose of the interview - the problem or question;

b) think about the kinds of information that are relevant to the problem or question;

c) formulate specific questions to be asked in order to obtain the relevant information;

d) determine the best sequence of the questions, and the most appropriate vocabulary;

e) think about the best techniques to be used during the interview itself, such as the desirability of a warm-up period;

f) allow the respondent time to think about the topic - to free associate;

g) be ready to probe when more relevant information is needed ("That's interesting. Can you say a little more about that?");

h) be mindful of the respondent's time, and of other rules of etiquette;

i) ask permission to use a tape recorder during the interview, if one is deemed necessary;

j) get the respondent's written permission to use the information gathered.

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Name _____ Date _____

Europe

DISCUSSION GUIDE FOR FOLKTALES

1. What can you learn about the culture of the people who told this tale?

2. What beliefs, wishes, emotions, views, or problems did these people have?

3. What questions about natural phenomena, events around them, puzzle the tellers of this tale?

4. What beliefs about the origin of things did these stories reveal?

5. Did the storytellers believe in supernatural beings? What role did gods play in the lives of these people?

6. How did the culture that produced this tale perceive relationships among human beings?

7. What were their attitudes towards human traits such as thoughtfulness, generosity, weakness, selfishness, greed, wisdom, courage, and resourcefulness?

8. How are their views similar or different from ours?

9. What were their ideas about the life cycle - having children, growing up, being old?

10. What are some of the common topics of foltales? Why?

11. What do folktales show about commonalities among all human beings?

12. What do folktales show about differences between cultures?

13. In some of the folktales we have heard, what is the same about the setting, characters, problems, actions, and resolution?

14. What have you discovered about the language in folktales. such as the use of humor, figurative speech, and repetition?

15. Compare folktales from the same culture. Think of the points stated in #12 and #13 above.

16. Compare European folktales to those from other cultures. Explain similarities and differences.

PROJECTS TO DISCOVER EUROPEAN LINKS
SOME SUGGESTIONS

1. In the yellow pages, find restaurants with European connections. Make arrangements to visit and talk with some of the owners/managers. Did they receive their training in Europe? Do they use European recipes? How many of their raw materials are actually imported from European countries? Do they serve many European costumers?

2. Find European products at a local store such as a grocery, hardware, music, or bookstore. Look for foreign packaging as well as sub parts or ingredients. Make a detailed inventory.

3. Trace a product from a European country. Where are the raw materials grown, mined, etc., and where are they processed, packaged, and shipped. (Possibilities include chocolate products, stainless steel articles, precission instruments, woolens, leather goods, and china). How does our community fit into the sequence?

4. Through correspondence or personal visits, discover the European links of the Indianapolis Zoo. What kinds of animals have been obtained in Europe? Is there anything the zoo does in return for the animals made available to us? Does the zoo have species that are endangered on the European continent? You may want to use maps, pictures from magazines, and drawings to show your findings.

5. Develop a case study of a multinational corporation in our area. With what European countries does it do business? Does it import or export? What part of its operations is located here? Why? How does this corporation interact with the world market? What are its current concerns regarding international economic or political trends?

6. Survey stores in the mall or other shopping center for evidence of European contacts. What kinds of merchandise are most likely made in Europe? Are there any retail stores in which nothing has been imported from Europe? Are there any European links through personnel or other areas than merchandise?

7. Determine how you could make contact with a European student. Write a letter to that person describing yourself. Ask specific questions to find out about his or her lifestyle and concerns.

8. Design a postage stamp series focusing on our European links, with at least four different designs. How could you persuade our government to issue your design?

9. Research the Bloomington Chamber of Commerce to find out what it is doing to promote our understanding of and relationship to Europe. Develop recommendations for this organization. What makes this area well- or ill-suited for European trade, for training foreign personnel, or for manufacturing certain products needed abroad?

10. Collect data on Indiana cities or towns that celebrate festivals based on the European origins of their citizens, past or present. This information is usually available from the tourist office of the State Department of Commerce, from travel guides, and from articles in local newspapers. Draw conclusions about the relationship between people in Indiana and European countries.

11. List student groups at Indiana University which are identified with discrete European ties. Contact several group leaders, and discuss what they consider to be the purpose of their groups. How and why did members come?

12. Design and publish a "European Links Express", highlighting issues and personalities important to us now and in the future.

13. Research the history of the foreign student population in Monroe County schools. When and why did the first non-American students come? Trace world trends which brought groups of students from various regions to Bloomington. Are European students more or less numerous than students from other continents? Why?

14. On some Saturdays, survey the parking lot at a shopping center, a factory, Indiana University campus, or the stadium. Tally license plates for country of origin of cars and other vehicles. How many are of European origin? Does their number vary from one parking lot to another? Why?

15. Interview several travel agents for impact of European connections on their sales in the past year. What trends do they predict for the next year in business and pleasure trips to Europe? Has crowded European air space been a problem for Bloomington travelers?

16. Map part of the downtown area, showing European links of business establishments. Decorate map with drawings or words representative of international contacts.

17. Investigate European interconnections in various church or other service organizations in Bloomington. Are their links mainly historical? Do they have current joint ventures in Europe, in the U.S., in other parts of the world?

18. Is Bloomington attempting to organize a "Sister City" relationship? When communities become involved in this area, citizens are asked to recommend cities in other countries with which they can set up a partnership. What is the "Sister City" organization? Which cities would make good partners with Bloomington? Why? Has Bloomington already chosen one or more? Could you gather enough data to make a serious recommendation?

19. Scientific teams are making investigations in various parts of the world. Contact organizations such as the U.S. Geological Survey, the Soil and Water Conservation Service, the I.U. Archeology Department, the Sociology, Chemistry, or Physics departments, or the Weather Bureau, to find out how they are participating in such investigations with scientists from European countries.

20. From census statistics, report on ethnic distribution in Bloomington and/or Indiana. Check trends from previous years and make predictions for the future. What recommendations do you have for city development or business investment in light of your findings?

21. Prepare a photo display of various architectural styles in Monroe County. Where did those styles originate? Who brought them to our city? Is there a marked European influence?

22. Listen to the music played on a local radio station over a period of two or three weeks. Investigate your European connections through the composers who created the melody and the lyrics, and through the performers.

23. Contact a local musician. Find out how he or she has been, or is now linked to Europe through compositions, instruments, teachers, students, performances, audiences, or anything else.

24. Keep a daily log of a local newspaper, or any other newspaper your family receives, for at least a week. On a world map, mark the areas mentioned in the news. Rank the parts of the world according to the amount of coverage each has at this time. How many European countries are in the news now? What kinds of global problems/issues/conflicts are being reported? Which events are most likely to be of consequence for you in your future? Do you feel your local newspaper has provided you with enough coverage of this vital problem? What suggestions would you like to make to the publishers?

25. Monitor radio and T.V. newscasts. Compare radio, television, and newspaper coverage of European events. Are there significant differences? Why? What changes would you

suggest in the media's reporting of global problems?

26. Go through your entire local newspaper and clip all articles, ads, cartoons, etc. in which another country or part of the world is mentioned. What percent of your newspaper is global in content? (Estimate the holes.) Categorize the clippings into two groups: 1) Events of potential global impact. 2) Events limited to a specific place and time (local social affairs, crimes, wrecks, etc.) Further classify the events in group 1) in categories such as Economic, Political, Military, and Scientific. Locate on a map of the world using a different symbol for each category.

27. Investigate a unit at Indiana University, such as the School of Business, the Law School, or the Music School to find out from what countries they have received students and or faculty in the last thirty years. Graph your findings. What do the data reveal about world events? What does the institution surveyed provide that European nations want? Have there been noticeable changes in the European student/faculty populations of these schools? Why? Can you predict future changes?

28. Look through the programs of a local theatre over the last few years. What foreign artists have performed here? What foreign films have been shown or plays performed? What can you deduce about your Bloomington's audiences from the types of programs that have been offered to them? Do you see any trends?

29. Contact the National Weather Service and/or the National Oceanographic and Atmospheric Administration. Find out how European nations and the U.S. work together to learn more about the weather and to provide more accurate forecasts.

30. Recently, Indiana crops have been bought by Taiwan. Through organizations such as the Farm Bureau, find out where Indiana crops have been sold in the last decades. Who finds buyers for Indiana crops? Are most farmers aware of their links to the world through the sale of their products? Has the growing strength of the Common Market (EEC) affected U.S. farmers? What are they doing about the competition?

31. Make a list of the books you have read in the last few months. How many of the authors, ideas, names, settings, characters, were of European origin, or influenced by European literature? You will need to read biographies as well as authors' comments. You may also want to write to some of the authors themselves.

32. Identify and make contact with at least two European immigrants; one having arrived before World War II, and the other one after it. Interview them to find out, among other

things, why they came to this country, whether they maintain European ties, and how their immigration has affected their lives.

33. After getting permission from your parents, make a close survey of your pantry and your kitchen, looking for foods and appliances of European origin. Read ingredient and manufacturing labels carefully to see if parts of foods or other articles may come from Europe.

34. Interview a scientist or businessman to discover her/his European links. Investigate all possible connections such as education, teachers, colleagues, ideas, institutions, markets, conferences, students, and clients.

35. Get a list of operas performed at the Musical Arts Center for the last year or longer. How many have European composers, themes, set designers, singers, or conductors?

PROJECT ON EUROPEAN LINKS

1. QUESTION:

2. SOURCES AND MATERIALS:

3. PROCEDURE (including dates):

4. RESULTS (what you found out):

5. CONCLUSIONS:

OUR CONNECTIONS TO EUROPE

A STUDY OF GLOBAL INTERDEPENDENCE

TEACHER'S GUIDE

Myriam Revel-Wood. 1990

OUR CONNECTIONS TO EUROPE
A STUDY OF GLOBAL INTERDEPENDENCE

RATIONALE

The health of our own society and the very survival of our planet depend largely on individuals gaining a global perspective through which they can understand and interpret national and world events. Discovering our many connections to the world through an in-depth study of Europe can help students develop such a global perspective.

A complete picture of issues facing all nations today is based on understanding the multiple links that affect peoples and societies, realizing how the natural setting and the historical context affect lives and interconnections, and recognizing humans' creative responses to the events and situations that surround them. These understandings are facilitated by the knowledge of social and natural science concepts and methodologies, as well as literature and the arts. Upper elementary and middle school students can be introduced to these disciplines in an intellectually honest way; this unit is but one example.

We also believe that the approach we propose enhances students' growth as readers, writers, thinkers, conflict negotiators, and decision makers. Since students do not gain skills, expertise, judgment, and commitment as generic abilities independent of content, we offer an integrative unit with social science, natural science, language arts, literature, music, and art components. Throughout this unit students are immersed in a learning community built on occasions to talk, listen, question, analyze, read, write, initiate projects, make decisions, resolve problems, create products, and take action in order to understand the world and grow as responsible human beings.

Myriam Revel-Wood, 1990

OUR CONNECTIONS TO EUROPE
A STUDY OF GLOBAL INTERDEPENDENCE

GOALS

1. Students discover geographic, ecological, historical, ethnic, religious, artistic, linguistic, and economic connections among European nations, between our country and Europe, and between Europe and other parts of the world.

2. Students learn the concept of international interdependence, and begin to grasp its importance and complexity. They recognize how people and events in Europe affect our daily lives, and how we in the U.S.A. also influence them. Students become especially aware of the rise of the Trading State in contrast to the Territorial State.

3. Students acquire the spatial and chronological framework they need to gain some insight into European history, culture, current events, ideas, and issues, and their impact on our own society.

4. Students understand how our lives are affected by the way Planet Earth works. They find out how climatic and surface conditions affect humans and their interactions. They also discover the impact of Europeans on their natural setting, especially in light of global concerns for the environment.

5. Students continue to develop the competencies necessary for effective and responsible participation in their communities and in a world system. They grow as readers, writers, thinkers, and decision makers.

6. Students develop a keen interest in human beings of other countries, and become more sensitive to their accomplishments, problems, and potentials. Students also become aware of imbalances and inequalities, as well as ethnic, religious, and political differences threatening world stability and our own nation's health.

7. Students grow in responsibility to our country and to the world community. They develop a commitment to continue to learn about the world situation; to seek glimpses of truth through a multitude of sources; to share their understandings with their community and heighten its awareness of the world; and to take actions that lead to the resolution of some of the problems affecting humans today.

Myriam Revel-Wood, 1990

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A STUDY OF EUROPE
TEACHING THE UNIT

A STUDY OF EUROPE is an interdisciplinary unit for upper elementary or middle school students. It deals mainly with concepts and skills from geography, history, anthropology, economics, and all the language arts; but it also draws from earth and life science and the arts.

This unit has seven main parts: lessons designed to introduce the topic, plan class activities, explain new concepts, or reflect on certain events; the general study of European countries; individual research papers on a country selected by each student; folktales and legends; a related activity of each student's choice; a "links project" researching community connections to Europe; and a series of culminating activities consisting of a class presentation to parents, a European "high tea," a fair/bazaar for the other sixth grade classes, and a meal with foods from Europe, prepared by the students themselves.

THE LESSONS

We introduce Europe through a few lessons designed to guide students to discover European links all around them. The first lessons also include a discussion of class and individual goals for this unit. As students become involved with their individual projects, other lessons are planned to help them develop the skills they need to collect data through interviews and other means, to analyze their results, to draw conclusions about their individual and their community's European connections, and to organize and write their papers. Subsequent lessons develop as questions about Europe arise through discussions of current events, European issues, folktales, students' links to Europe, and speakers' presentations. Each lesson should be developed over as many days as the students' background, interest, and developmental level deem appropriate.

THE GENERAL STUDY OF EUROPEAN COUNTRIES

As these lessons unfold, students also begin to study Europe using a suitable social studies text.

In order to enrich and expand the text, students are encouraged to bring European artifacts, to invite speakers who have travel slides to share or are natives of a European country, to locate related videos, and to notice and bring relevant news articles.

Teacher-prepared review sheets and quizzes are also used thoughout the semester. We include some examples with the suggested student materials.

INDIVIDUAL RESEARCH PAPERS

While the whole class studies all of Europe, individual students do in-depth research on a country of their choice. To guide this research, teacher and students formulate goals, plan assignments, discuss locating resources and note-taking, and set

up a schedule. Our examples are included with the suggested student materials. Students will be expected to learn about the country's natural setting, culture, and history, with special emphasis on the literature and the economy.

FOLKTALES AND LEGENDS

Students read a variety of folktales and legends from the country they are researching. They choose one to share with the class and later at an International Festival. Storytelling and dramatizing skills are taught at this point.

A RELATED ACTIVITY

In order to accomodate students' varied learning styles and to encourage creativity, one of the assignments this semester is a related activity of each student's choice. We provide a list of examples, included here in the suggested student materials.

A LINKS PROJECT

Projects the students do in the community are one of the main emphases of this unit. Projects may be carried out by individuals or by groups. To this end, students receive a list of suggestions such as the one we include. After selecting or proposing one, students plan its execution according to the steps of scientific inquiry: question, materials, procedure, results, and conclusions. Students are encouraged to be creative in the design of the final product which will be shared with the class and exhibited at the school's Learning Festival.

CULMINATING ACTIVITIES

We believe that students learn a great deal when they discuss their ideas, opinions, and new insights in front of a friendly audience such as their parents. The discoveries they made through their "Links projects are the main topic of this event; preparing for it gives students a purpose to which they look forward. In order to be good hosts for the parents, we research and prepare a European "high tea," complete with a tea service, cucumber sandwiches, scones, etc. according to their culinary abilities and the willingness of parents to help.

We also believe that school should be enjoyed, not just endured. Since one large source of enjoyment for sixth graders is eating, a meal with European foods they research and prepare is part of the end-of-unit activities.

All of the work that students have done becomes more worthwhile the more people see it. The other fifth and sixth grade classes are invited to a class fair to see all of the papers, arts, crafts, music, artifacts, and other projects produced and collected during the semester. Some children also bring foods that can be shared in very small quantities. Sometimes a presentation similar to the one put on for the parents is also done for the other classes.

RESOURCES

Many resources will be needed; their nature and availability will vary according to the locality. Resources include members of the community (e.g. farmers, business persons, college professors, athletes, physicians, politicians, factory workers, musicians, recent and "long ago" European immigrants); institutions and organizations such as libraries, museums, radio stations, businesses, factories, foreign embassies, travel bureaus, restaurants, grocery stores, churches, and clubs; newspapers, news magazines, journals, travel guides, videos, and films; all kinds of literature, but especially folktales, legends, and historical fiction; European art and music; and a social studies text with extensive treatment of Europe.

Some of the most helpful magazines and newspapers include National Geographic; International Wildlife; Newsweek; Time; The Economist; The New York Times, esppecially the Sunday edition; The Christian Science Monitor; the Louisvile Courier Journal; and Europe, a monthly magazine published by the European Community.

Besides the magazine, the European Community offers several free publications which are up to date and full of useful information. Their address is Publications Section, European Community, 2100 M Street, N.W., 7th Fl., Washington, D.C. 20037.

Myriam Revel-Wood, 1990

LESSON ONE

DISCOVERING EUROPEAN CONNECTIONS THROUGH THE PRINT MEDIA

1. OBJECTIVES

Students become more aware of our links to Europe as they discover them in newspapers and news magazines. Students generate ideas about the nature and the variety of those connections.

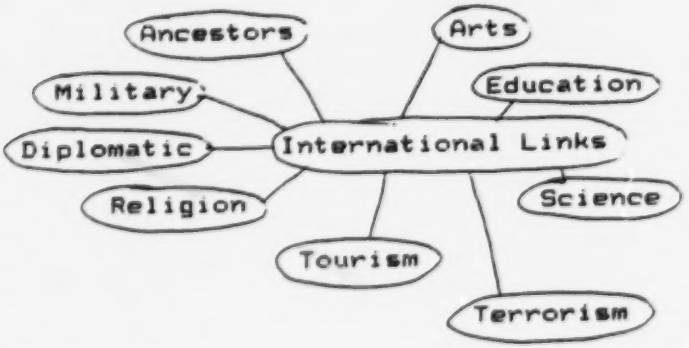
2. PROCEDURE

a. Ask students to react to the bulletin board (See MATERIALS a.), to tell what the items have in common, and/or to suggest a title for it.

Tell students that "EUROPE AND OUR EUROPEAN LINKS" is the name of this unit, and it could also be the title for the bulletin board.

Ask students what that title means or suggests to them. Have a brief discussion.

b. Introduce students to semantic mapping or clustering, an activity designed to generate ideas, to organize them, and to perceive their relationships. Use the theme "International Links", as the nucleus or center words. (See example below and on page 2 of the student folder.) Write the theme in the center of the chalkboard and circle it. Then let everyone's thoughts flow with any connections that come to mind. Write them down, radiating outwards from the center words, and connecting them by lines. Continue to circle each word or phrase.



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More associations will spring from each new idea, branching off in many directions. Connect these new concepts also, as relationships among them are discovered. The resulting semantic map, or cluster, may be used as a basis for sharing ideas orally, or to generate writing. Students should have an example of this semantic map as page 2 in their folders.

Next, help students divide into groups of three or four, and do a clustering activity to show their own European connections. The nucleus of this semantic map could be "Our Own Links to Europe". After an appropriate time, bring students together to share some of their findings.

c. Students do task described in EVALUATION 3a.

Student presentations of the articles read as well as the ensuing discussions, questions, and teacher explanations may take several class periods. Or, the class may decide to do periodic presentations throughout the unit. Any way they are conducted, these activities are an invaluable source of current events, European links, new and timely issues, as well as a way to review the natural setting of European countries.

d. After several sharing sessions, review important European connections and issues which the class is discovering. The following significant categories will probably surface or can be introduced by the teacher: ancestry, language, literature, the arts, religion, laws, foods and other customs, communications, trade, science and technology, medical discoveries, ecological questions, and national security.

e. Students do their own clusters showing their unique European links; these semantic maps will be page 3 of the student folder. On page 4, students write a paragraph on "My Personal Links to Europe." Give enough time for students to discuus their European connections with their families. Parents may be able to provide heretofore unknown information about ancestors, items around the home, music, sports, etc.

3. EVALUATION

a. Ask students to look in recent newspapers or news magazines for examples of "Our Links to Europe", and to bring at least two to class. Remind students that ads and cartoons, as well as headlines, articles and columns, reveal international connections. Students read items carefully and prepare a brief presentation to the class. Students paste clippings on page 1 of their folders.

b. The variety and organization of examples given in paragraphs about their personal links will show the students' involvement, understanding, and creativity.

c. Do an informal appraisal of students' participation in small group and class discussions.

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4. MATERIALS

a. Bulletin board exhibiting newspaper and news magazine articles and headlines, plus a variety of pictures, maps, and objects showing our links to Europe. No title.

b. Folders with pockets and prongs; one per student. Folders will be used to assemble individual booklets as the unit progresses.

c. Unlined paper for the semantic mapping activity and paper for paragraphs.

d. A large political map of Europe.

e. A collection of newspapers and news magazines for students who do not have accesss to them at home.

LESSON TWO
FINDING EUROPEAN LINKS IN CARS AND CLOTHING

1. OBJECTIVES

Students become aware of the international origin of cars and clothing.

Students practice the skills needed in data collecting, tallying, and using charts and graphs.

Students develop maps showing the countries of origin of cars and clothing. In so doing, they become familiar with the names and locations of some European countries.

Through the analysis of their data, students begin to grasp the impact of European trade on our daily lives.

2. PROCEDURE

a. Say: "Suppose we wanted to consider means of transportation as one aspect of world links. There are many ways to do this. Let us look at one small part of the picture to see how we might collect and display information. I expect most of you know what make of vehicles your family owns. Let's find out how many are made in the U.S., how many are imported, and from which countries. How could we do that?" (Take suggestons of procedures to use.)

Write names of cars on the board as students give them. Proceed to tally format. Then ask which are made in the U.S. and which are European. Group all cars by country of origin.

Demonstrate bar graph for worksheet described in EVALUATION 3a.

Show how the information could be displayed on a world map (See EVALUATION 3b.). Use the large Europe map mentioned in Lesson One, as well as individual maps of Europe.

b. Initiate a class discussion with questions such as: "In our own homes, are we very dependent on products from Europe and other continents? Could you name some international goods you use? How would our lives be affected if we, somehow, could not get products from abroad? What kinds of products do we buy from Europe?"

Tell students that our next search for links to the world will focus on our own clothes and accessories, and our pantries. Ask students to predict the number of articles of clothing they own which were made outside the U.S., and to hypothesize as to their place of origin. Do the same for foods.

Enter predictions on the "COUNTRIES IN MY CLOSET" chart (See MATERIALS).

Ask students to complete the chart as homework. All their own articles of clothing and accessories should be considered, including underwear and outer wear, shoes, hats, belts, scarves, gloves, purses, and wallets.

Articles should be checked for tags in the back neck area, the back waist, or a side seam. Accessories may have stamped information in unusual areas.

When students return their completed charts, have a class discussion about their investigations. Were they surprised about any of their findings? Did the information gathered differ from their predictions? If so, how and why?

On the chalkboard, list the European countries identified by the students. Next to each country's name, write the number of articles produced there. Enter information on individual political maps of Europe.

Using this information, ask students to make a bar graph (See EVALUATION 3c.).

Ask: "What do these results mean? What do they tell us about our European connections? Can we see any significant patterns? When you compare this graph to the one about cars, do you see any interesting similarities or differences?"

3. EVALUATION

a. Ask students to transfer data about number of cars and countries of origin onto graph worksheet, page 6 in their folders.

b. Have students record the information for the whole class on the large Europe map and on their individual maps, page 5 of the folder, placing a red x for each car on the country where it was made.

c. Tell students to make a bar graph showing the information gathered about the origin of their clothing. Using the above, or a second map of Europe, students write the numbers of articles of clothing on the respective countries.

4. MATERIALS

a. Worksheet EUROPEAN LINKS THROUGH THE CARS WE DRIVE, page 6 in the student folder.

b. Europe map with political divisions, page 5 in the folder.

c. EUROPEAN COUNTRIES IN MY CLOSET chart (adapted from Indiana in the World, Department of Public Instruction, Indianapolis, Indiana, 1981), page 7 in the folder.

d. Worksheet EUROPEAN LINKS THROUGH CLOTHING AND ACCESSORIES, page 8 in the folder.

LESSON THREE
GATHERING INFORMATION THROUGH PARENT INTERVIEWS

1. OBJECTIVES

Students learn to gather information from primary sources, in this case their parents. Students practice interviewing, and develop an interview schedule to collect data about family members' European links through their work. Students learn to write summaries of interviews. They draw conclusions about Bloomington's international connections through places of employment and through work in their own homes.

2. PROCEDURE

a. Bring to class and share local newspaper articles that refer to European links through someone's occupation. (See MATERIALS.) These links may include an imported piece of machinery, a trip to a conference, an international event affecting local jobs, a place to sell products abroad, or a concert of music composed by Europeans.

After some predictions of possible connections such as equipment, technology, sales, performances, or training, students may want to read the articles and report to the rest of the class.

b. Ask students to suggest ways they could find out about their own family members' European connections through their work place. Talk about the significance of interviews as a means of data collecting. Tell students that we are going to learn how to use this method in order to be more effective, accurate, and sensitive when we gather information.

Ask two students to interview you (the teacher) about something related to global connections. Have the interview before the whole class, but do not give further directions.

After a five to ten minute interview, discuss what happened. Both positive and negative aspects of the interview should be examined, and maybe listed on the board. Give students the sheet about interviewing and ask them to read it to themselves. Allow time for questions and discussion. Stress the importance of a well-planned interview schedule, the desirability of practicing in order to develop effective interviewing techniques, and the need to be mindful of the rules of etiquette involved.

c. Tell students that our next step is a "real" interview, but a rather safe one since it will involve a parent or other family member. Students are to gather information from their parents about global links through their work place. Allow time for writing discovery drafts of interview schedules. Encourage students to share them with peers and with you, to give each other meaningful feedback, to ask questions, and to make revisions. Agree on a time period during which the interviews must take place. Ask students to bring their notes and/or tapes to school, where they will be used to do two follow-up

activities involving a map and a short writing assignment. Provide the opportunity to talk about the interviews before and after they take place.

d. In a clas discussion, share some of the information gathered during the interviews.

Record parents' European links on the map on page 9 in the folder (See EVALUATION 3c.).

Exhibit interviews and optional maps, and/or make a class folder to send home to show parents.

3. EVALUATION

a. Observe students' participation in discussions.

b. Evaluate the parent interview schedule according to "Some Thoughts About Interviews," page 10 in the folder.

c. Ask students to record their parents' European connections on a political map of Europe. They should give specific examples such as "a Beatles record" instead of just "popular music."

d. As an optional assignment, students may map all the global links discovered through their parents' work place. Using a colored pencil, they should make an X on each linked country, and draw lines to Bloomington to show connections.

4. MATERIALS

a. Newspaper articles about Europe related activities of community members.

b. "Some Thoughts About Interviews," page 10 in the folder.

c. Paper for the parent interview schedule and notes; page 12 in the folder.

d. A world map to record parents' international links; page 11 in the folder. Optional assignment.

LESSON FOUR
DISCOVERING CULTURAL UNIVERSALS IN EUROPEAN FOLKTALES

1. OBJECTIVES

Students become acquainted with many European folktales. They also find out how some of those tales were brought to the U.S. by immigrants and were adapted to our surroundings.

Students discover some of the common themes in folktales. This increases their awareness of the universalities of human beings' wishes, dreams, and problems.

Students recognize differences in beliefs, perceptions, and values among the cultures they study. They begin to sort out some of the reasons for these differences.

Students compare European storytellers' attitudes, beliefs, wishes, problems, and solutions to those of our own society and, especially, to their U.S. adolescent culture.

Students appreciate the richness, beauty, and music of the language in folk literature. They also continue to develop their oral language skills through the practice of storytelling.

Students explore a variety of ways to express meaning through drama, art, and music.

2. PROCEDURE

a. Ask students what the following familiar stories have in common: "Baba Yaga," "Cinderella," "Long, Broad, and Quick-Eye," "Henny Penny," "Saint George and the Dragon," "Snow White," "Strega Nona," and Aesop's fables. (They are all European folktales.)

Encourage students to name other folktales and their origin, if possible. Help them see the universality of this genre.

b. Through the discussion of some familiar folktales, help students discover and list some of their characteristics. Keep in mind the following:

Folktales originate among the folk; they are handed down orally; at first they belong to storytellers rather than writers.

Folktales include animal tales, legends, myths, and fairy tales.

People and creatures in folktales are depicted as they really are; they are not extraordinary beings.

Goodness, kindness, wit, and intelligence usually win over evil; though evil is recognized as a real force.

In folktales, there is a limit to the power of magic; it can change outward symbols such as the homes of the "Fisherman and His Wife," but it does not change their personalities.

Folktales reveal a great deal about the human beings who tell them, including their natural environment; their explanations of physical phenomena; their notions of which human traits are desirable; their perceptions of worth and wisdom; and their deep emotions.

c. Ask students to look for folktales from the country they are studying; to select one to tell the class; to practice storytelling at home and/or with their peers; to plan activites or props which would enhance their presentation (appropriate music, pantomime, dramatization, pictures, masks, costumes, etc.); and to sign up for a day to become storytellers.

Hand out the discussion guide THINKING ABOUT FOLKTALES, to be used as a reference in small group discussions following the oral presentations. (See MATERIALS 4b.)

d. As an extra credit activity, or as a lesson the teacher presents, introduce regional American folktales which were brought by immigrants and changed to reflect the new surroundings, values, dreams, and wishes. Compare to the original European tales from which they were adapted. Discuss why. (See MATERIALS 4a.)

3. EVALUATION

a. Talk with students about the main aspects of the evaluation of their storytelling. Points to be evaluated may include: the smoothness of the narrative, as evidence of effort spent in preparation; language adapted to the audience but still true to the tale; enhancing props such as pictures, maps, costumes, masks, or other pertinent artifacts; relevant activities including acting out, pantomime, and music; familiarization with the questions in THINKING ABOUT FOLKTALES; willingness to take risks in discussion of folktale; ability to compare to other stories the class has been hearing; and general participation in small group and class discussions.

b. As an optional activity, students create a modern European folktale. An idea may be a legend about the Timisoara pastor whose courage in defying the Romanian government last December eventually caused its downfall. Another may be a fable about what happens when people in power become too greedy, as apparently was the case with many former communist rulers of Eastern Europe. A third could be a fairy tale involving a person whose wisdom helps to undo an environmental or social problem in Europe today.

4. MATERIALS

a. A variety of books of European and regional American folktales. The following are some suggestions:

Daniels, Guy. THE FALCON UNDER THE HAT: RUSSIAN MERRY TALES AND FAIRY TALES. New York: Funk and Wagnalls, 1969.

dePaola, Tommie. FIN M'COUL: THE GIANT OF KNOCKMANY HILL. New York: Random House, 1981. (Irish)

Durham, Mae. TIT FOR TAT AND OTHER LATVIAN FOLKTALES. New York: Harcourt Brace Jovanovich, 1967.

Hodges, Margaret. SAINT GEORGE AND THE DRAGON. Boston: Little, Brown, 1984. (English)

d'Aulaire, Ingri & Edgar d'Aulaire. EAST OF THE SUN AND WEST OF THE MOON. New York: Viking Press, 1969. (Norwegian)

Chase, Richard. GRANDFATHER TALES. Boston: Houghton Mifflin, 1948. (Regional American)

b. Dicussion guide THINKING ABOUT FOLKTALES. Page 13 in the student folder.

c. For the teacher:

Bosma, Bette. FAIRY TALES, FABLES, LEGENDS, AND MYTHS. New York: Teachers College, Columbia University, 1987.

Barnet, Judith M. CULTURE'S STOREHOUSE: BUILDING HUMANITIES SKILLS THROUGH FOLKLORE. INTERCOM 90/91. New York: Global Perspectives in Education, 1978.

LESSON FIVE
DOING THE PROJECTS IN THE COMMUNITY

1. OBJECTIVES

Students discover their community's links to Europe through the use of primary sources.

Students learn to make decisions about topics, to plan research, to locate sources, to draw conclusions from their results, and to write original research papers.

2. PROCEDURE

a. Tell students that they are now ready to start their Links projects. These are investigations they will do in the community, using sources such as musicians, corporation executives, doctors, farmers, car dealers, travel agents, politicians, college students, grocery stores, newspapers, universities, theaters, museums, radio stations, restaurants, churches, small businesses, and factories instead of books. Have a class talk about what they might want to research.

After allowing ample time for questions and discussion, hand out the pages with the examples of investigations, pages 14 to 18 of the student folder. Allow a few days for students to choose a project they would really like to do, and to think about the logistics involved in carrying it through. Encourage parental input.

b. Discuss the steps in the scientific method of inquiry: formulating the question; identifying and finding the necessary sources and materials; planning procedure, including dates; gathering information or results; and drawing conclusions.

Hand out page 19 of the folder, where students should begin to make their plans. They should involve their parents at the decision making stage, since they will need to help with transportation, etc.

c. As work progresses, provide opportunities for whole class and small group sharing of ideas related to their projects. Encourage students to talk about their research; have them share some of the steps they are taking, as well as data they collect; give help when needed; and support students who may have to change parts of their designs.

3. EVALUATION

a. Three main components of the investigations should be evaluated: the overall design (page 19 in the folder); the use of the data and the reasoning revealed in the conclusions; and the presentation of the whole project, or final product.

4. MATERIALS

a. IDEAS FOR LINKS PROJECTS. A list of suggestions of research projects to find European connections in the community, pages 14 to 18 in the sudent folder.

b. An outline of the main points to consider in carrying out the projects, page 19 of the folder.